

A Study of Training Organizer Competency Components for Undergraduate Students

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Abstract

This study aimed to examine training organizer competency components for undergraduate students, using a qualitative research methodology in the form of documentary research combined with content analysis of nine documents that had passed source verification, comprising official occupational standards, competency frameworks from professional and international organizations, and peer-reviewed research or academic articles. The results of the document analysis and synthesis yielded a preliminary, document-derived framework in which training organizer competency for undergraduate students comprises eight components: (1) training needs and context analysis; (2) curriculum and learning activity design; (3) training media and materials development; (4) training project, team, and resource management; (5) facilitation and learning delivery; (6) communication and stakeholder relationship building; (7) measurement, evaluation, and continuous quality improvement of training; and (8) professional ethics, responsibility, and continuous self-development. Each component was further classified into internal dimensions of Knowledge, Skills, and Attributes, together with observable and assessable behavioral indicators. The findings suggest that the role of a training organizer is not limited to that of a lecturer delivering knowledge, but encompasses the complete training management process. The components identified in this study may serve as a preliminary guideline for higher education institutions in designing curricula and learning activities to develop undergraduate students' training organizer competency.

Keywords: Competency, Training Organizer, Training, Documentary Research, Undergraduate Students

1. Introduction

Personnel development is a critical factor that directly affects organizational competitiveness and the capacity of the education system to prepare a workforce aligned with labor-market demands. This is particularly true in a context where technology and working patterns are changing rapidly, requiring organizations and educational institutions to rely on quality training processes to enhance employees' knowledge, skills, and attitudes so that they can perform their work effectively (Chansorn, 2024). This is consistent with the framework of Thailand's Professional Qualification Institute (TPQI), which states that the core purpose of its occupational standard for workplace training is to develop an internationally competitive, high-competency workforce for the nation's industry (TPQI, 2022).

Organizing training, however, is not limited to delivering lectures in a classroom; rather, it is a complete process encompassing needs analysis of trainees and organizational context, curriculum and learning-media design, planning and resource preparation, delivery of training in various formats, and, ultimately,

measurement, evaluation, and continuous follow-up after training. This is reflected in the occupational standard for workplace trainers issued by TPQI, which specifies five key functions for training practitioners: readiness analysis, curriculum development, planning and preparation, training delivery, and post-training follow-up and improvement (TPQI, 2022). A similar structure appears in the trainer competence framework of the Council of Europe's TRAYCE project, which clearly separates the competence to organize a quality training process from the competence to facilitate learning, indicating that these are distinct but complementary dimensions of competence that trainers should possess together (Council of Europe, 2023).

Regarding the concept of competency, a review of contemporary literature indicates that the concept proposed by McClelland as early as the 1970s remains a critical foundation for research in this field, defining competency as comprising knowledge, skills, and motivation—factors that predict job performance better than intelligence level alone. Similarly, Spencer and Spencer define competency as an underlying characteristic of an individual that is causally related to performance exceeding a defined standard criterion (Kęsy & Antoniewicz, 2023). Within the context of Thai educational management, Phakamach and Panjarattanakorn (2023) explain that the components of competency-based education generally comprise units of competence, elements of competence, performance criteria, and conditions or range of variables, all of which must be clearly specified to serve as a basis for instructional design and assessment.

At both the international and national levels, continuous efforts have been made to develop competency frameworks for training and personnel-development practitioners. Examples include the Talent Development Capability Model of the Association for Talent Development, which catalogs 23 capabilities for personnel-development practitioners across three domains—building personal capability, developing professional capability, and impacting organizational capability (ATD, 2024); the facilitator competency framework developed by a network of mathematics-education experts in Germany, comprising professional knowledge and skills, professional self-monitoring, professional values and beliefs, and professional social competencies (Peters-Dasdemir et al., 2023); and a model of teachers' instructional-design competence comprising the dimensions of knowledge, ability, and personal attributes, whose structural validity has been statistically confirmed within the Thai context (Khaewphuang & Nuangchalerms, 2025). In Thailand, TPQI has developed an occupational standard for workplace trainers that specifies sixteen competency units together with detailed performance criteria (TPQI, 2022). In 2026, TPQI further partnered with a higher education institution to expand efforts to develop workplace trainers as a key mechanism for upgrading the Thai workforce, reflecting the continuing policy significance of this role (TPQI, 2026).

However, a detailed examination of the competency frameworks and occupational standards reviewed above reveals that most were developed for professionals already working in training roles within organizations or enterprises; no framework has yet been found that was synthesized specifically for undergraduate students who are still developing the capabilities needed to prepare for such a role.

The construct of training organizer, as used in this study, is defined operationally as an individual who plans, prepares, delivers, and evaluates a training event across its complete lifecycle, rather than performing only one function within it. This definition is distinguished from four related but narrower roles as commonly used in the literature reviewed. A trainer or instructor (TPQI, 2022; ATD, 2024) primarily delivers instructional content and skill-building activities to learners, a function that may or may not extend to needs analysis or curriculum design. A facilitator (Council of Europe, 2023; Peters-Dasdemir et al., 2023) is centrally concerned with guiding group process, dialogue, and participation, often independent of specific subject-matter content. A training coordinator, by contrast, is typically responsible for the administrative and logistical functions of a training event, such as scheduling, venue and resource booking, and enrollment, without necessarily also designing curriculum or delivering content personally. The training organizer construct in this study is the superordinate role that may personally perform, or directly coordinate others to perform, all of these functions across the training cycle: needs and context analysis, curriculum and resource design, project and team management, delivery and facilitation, and evaluation and continuous improvement. A gap therefore exists in synthesizing competency components that cover this broader, full-cycle role, in a manner appropriate to undergraduate students in fields related to human resource development and training technology, rather than to any single narrower function within it.

In light of the foregoing, this study aims to examine the competency components of being a training organizer for undergraduate students, employing documentary research combined with content analysis of occupational standards, competency frameworks, and contemporary research whose sources have been verified. The intention is to derive competency components that can serve as a preliminary guideline for higher education institutions in designing curricula and learning activities to further develop undergraduate students' training organizer competency.

Research Objective

To examine the competency components of being a training organizer for undergraduate students.

2. Related Frameworks and Literature

2.1 Literature on the Concept of Competency

Phakamach and Panjarattanakorn (2023) explain that the general components of competency-based education comprise four parts: units of competence, elements of competence, performance criteria, and conditions/range of variables, all of which must be clearly specified in a lesson plan. In addition, competency-based learning outcomes must also cover Knowledge, Skills, Ethics, and Character/Attributes.

Kęsy and Antoniewicz (2023) systematically reviewed the evolution of the competency concept in the literature and concluded that, although more than 400 definitions of competency exist in the prior literature, the concept proposed by McClelland remains an important starting point: a competent individual is one who has knowledge of how to achieve a goal, knows how to act, and is committed to acting in the prescribed manner. Under this concept, competency comprises knowledge (divided into factual and procedural knowledge), skills (the ability to apply knowledge in practice), and attitude (behavior that follows on from knowledge and skills). Likewise, Spencer and Spencer define competency as an underlying characteristic of an individual that demonstrates a causal relationship with effective job performance, measured against a defined criterion, and that exceeds average performance (Kęsy & Antoniewicz, 2023).

When comparing these two bodies of literature, the domestic literature places greater weight on operational structures that lead directly to instructional design and assessment, whereas the international literature emphasizes explaining the theoretical foundations of competency. Both bodies of literature nonetheless converge in adopting a framework of knowledge, skills, and attributes/attitude as shared components. This study therefore adopts a competency framework comprising Knowledge (K), Skills (S), and Attributes (A) as the basis for classifying the internal dimensions within each competency component, treating K-S-A as sub-dimensions present within every component rather than as the three overarching components of training organizer competency as a whole.

2.2 Literature on Training Organizer Competency

Thailand's Professional Qualification Institute (TPQI) has developed an occupational and professional qualification standard, within the education-service professional field, for the occupation of in-house workplace trainer, which covers a role most closely aligned with "training organizer" as used in this study. The standard specifies a total of sixteen competency units, grouped under five key functions: readiness analysis for training, training curriculum development, training planning and preparation, training delivery, and post-training follow-up and improvement. Each competency unit specifies detailed performance criteria, required knowledge and skills, and assessment evidence (TPQI, 2022). This occupational standard took effect on 21 June 2022 and was most recently revised in 2023, placing it within the contemporary-document criterion adopted for this study. Furthermore, in 2026 TPQI partnered with a higher education institution to expand its network of pilot enterprises and to continue developing workplace trainers, reflecting the continuing policy significance of this role for the nation's workforce (TPQI, 2026).

This is consistent with the findings of Khaewphuang and Nuangchalerm (2025), who found that teachers' instructional-design competence can be classified into three main dimensions: Knowledge, Ability, and Personal Attributes. The knowledge and ability dimensions share six common sub-components—curriculum analysis, learner analysis, formulation of learning objectives, learning-activity design, selection of media and

learning resources, and measurement and evaluation of learning—while the personal-attributes dimension comprises inquisitiveness, teamwork, systems thinking, creativity, and ethical conduct. Confirmatory factor analysis showed that all three dimensions of the model were consistent with the empirical data at an acceptable level.

At the international professional-organization level, the Association for Talent Development (2024) developed the Talent Development Capability Model, which catalogs the competencies of personnel-development practitioners, drawn from research involving more than 3,000 practitioners, into a total of 23 competencies grouped into three main domains: (1) Building Personal Capability, covering communication, emotional intelligence and decision-making, collaboration and leadership, cultural awareness and inclusion, project management, compliance and ethics, and lifelong learning; (2) Developing Professional Capability, covering learning science, instructional design, training delivery and facilitation, technology application, knowledge management, career development, coaching, and impact evaluation; and (3) Impacting Organizational Capability, covering business acumen, consulting and business partnership, organizational development and culture, human-resource strategy, performance improvement, change management, data and analytics, and future readiness.

With regard to the competency framework for trainers in the non-formal education context, the Council of Europe (2023) developed a trainer competence framework under the TRAYCE project, comprising six competence areas: (1) organizing a quality training process, covering the design of the learning process from start to finish, setting objectives consistent with learner needs, selecting appropriate methods, and evaluating the learning process; (2) facilitating both individual and group learning processes, covering the creation of a learning environment, managing group dynamics, and dialogical communication; (3) facilitating learning in intercultural activities; (4) supporting personal development and social change; (5) building effective teamwork; and (6) institutional awareness. Of these, competence areas (1), (2), and (5) are universal in character and can be applied across contexts, whereas areas (3) and (6) are specific to the context of the Council of Europe and international youth work.

In the dimension of adult-learning facilitation, Peters-Dasdemir et al. (2023) developed a facilitator competency framework through a Delphi process involving 61 experts, drawing on the GRETA competence framework of a German adult-education institution. The resulting framework comprises five competence areas: professional knowledge and skills at both the content level and the professional-development-process level, subject-specific knowledge, professional self-monitoring, professional values and beliefs, and professional social competence, which covers communication, cooperation, coaching, and counseling. This study's findings indicate that facilitator competence is not confined to the content knowledge to be delivered, but also requires a high level of social skills and self-regulation.

Comparing the five domestic and international frameworks above, a key point of convergence is that all frameworks agree that training practitioners must possess competence spanning content/instructional design, delivery/facilitation, and evaluation. Only some frameworks, however, explicitly specify competence in project and resource management (ATD, 2024; TPQI, 2022), or competence in professional ethics and continuous self-development (ATD, 2024; Peters-Dasdemir et al., 2023; Khaewphuang & Nuangchalerm, 2025)—an issue that was taken into account in synthesizing the competency components in this study.

2.3 Literature on the Training Process

TPQI's occupational standard for workplace trainers (2022) sets out a functional map of workplace training comprising five key stages: readiness analysis, curriculum development, planning and preparation, training delivery, and post-training follow-up and improvement. The last of these stages alone is broken down into a distinct group of four competency units, reflecting the great importance the occupational standard places on continuous follow-up and quality improvement, rather than treating the process as ending once training delivery concludes.

With regard to the training process within the Thai organizational context, Chansorn (2024) synthesized a personnel-training and -development process from academic documents and interviews with human-resource practitioners, arriving at an eight-step process: a training needs survey, preparation of an annual training plan,

plan approval by management, delivery of training according to the plan—divided into three formats, namely in-house training, on-the-job training, and public training—evaluation of training, which is conducted differently depending on the training format, individual recording of trainees' training history, and, for enterprises falling within the scope of the relevant law, submission of course certification through the electronic system of the Department of Skill Development under the Skill Development Promotion Act B.E. 2545 (2002)—a legal/administrative dimension specific to the Thai context.

This is consistent with the literature review of Ambu-Saidi et al. (2024), who comparatively analyzed several training-evaluation models, including Kirkpatrick's four-level model, Kaufman and Keller's five-level model, Phillips' return-on-investment model, Warr et al.'s CIRO model, and Brinkerhoff's six-stage model, showing that each model has different strengths and limitations. All models, however, concur that evaluation should be a process embedded throughout the training journey rather than merely an activity conducted at the project's conclusion, and that the issue of training transfer to actual job performance is often an overlooked step, despite its critical importance to the return on training investment.

Comparing the three domestic and international sources on the training process above, a consistent point of convergence emerges: all sources agree that the training process must begin with needs analysis before proceeding to design and delivery, and that evaluation is a step distinct from delivery itself, rather than merely the process's endpoint. The two domestic sources provide deep behavioral and administrative detail on the preparation and delivery stages, consistent with actual operating conditions in Thai enterprises, whereas the international source focuses specifically on evaluation models. These differences were taken into account together in synthesizing the competency components and the training process reported in the Results section below.

3. Methodology

This study employed a qualitative research design in the form of documentary research combined with content analysis to synthesize training organizer competency components for undergraduate students, following the procedure below.

Eligibility criteria: Documents were eligible for inclusion if they (1) were published between 2022 and 2026; (2) related directly to competency, training, trainers, training organizers, facilitators, or the training process; (3) were an occupational standard, an official competency framework, or peer-reviewed research/academic literature; (4) had independently verifiable authorship, publication year, title, and original source; and (5) contained sufficient detail on components, indicators, behaviors, or process steps to support content analysis.

Information sources and search strategy: Candidate documents were identified through a general web-based search engine (Google-indexed search, since the researcher did not have direct institutional access to subscription databases such as Scopus or ERIC; results originating from such databases were, where identified, traced back to and verified against the publisher's or database's own page). Searches were conducted in two sessions on 20 and 21 July 2026, in Thai and English, across three topic groups: (a) the concept of competency, (b) the competency of those involved in training, and (c) the training process. TPQI's occupational standard for workplace trainers was obtained and analyzed directly as a primary source rather than through this search process.

Study selection: The search queries returned approximately 55 records (search results; duplicates across queries and near-duplicate listings of the same source were not separately tallied at this stage). These were first screened at the title/snippet level against the eligibility criteria; approximately 39 records were excluded at this stage, primarily because they concerned school-teacher competency rather than trainer/training-organizer competency, were marketing or course-promotion content, or were clearly outside the 2022-2026 window. The remaining 16 records underwent full verification against all five eligibility criteria, including direct retrieval and confirmation of author, year, and original source; 7 of these were excluded at this stage, primarily for having been published before 2022, leaving 9 documents that were included in the content analysis, together with the TPQI occupational standard as a primary source. The 9 included documents comprised two

competency frameworks from professional and international organizations, six peer-reviewed research or academic articles (two published in Thai), and one official government news item.

Data extraction and unit of analysis: The unit of analysis was each discrete statement or passage within a document expressing a knowledge item, skill, ability, behavior, attribute, duty, or process step relevant to training-organizer competency. Statements were extracted into a structured matrix cross-referencing each source against (a) candidate competency components and (b) training-process stages (Tables 1 and 2).

Coding framework and analysis procedure: An inductive (data-driven) coding approach was used, as no pre-existing coding framework specific to undergraduate training-organizer competency was identified in the literature reviewed. Content analysis and synthesis proceeded in four steps: (1) collecting and categorizing extracted statements by topic; (2) open-coding each statement and identifying the competency component it indicated within each source; (3) synthesizing components across sources by identifying points of convergence and divergence, cross-referencing candidate components against the training-process stages, and merging components with overlapping content, without using frequency of appearance alone as grounds for excluding the ethics/responsibility component; and (4) naming each resulting component and drafting its definition, K-S-A classification, and indicators (Tables 3 and 4).

Coding credibility: Analytic credibility rested on source-level traceability and a staged audit trail rather than on independent dual coding. Every included source was individually verified against its original publication, with the specific page, section, or competency-unit number recorded and reported in Tables 1-4, so that each coding decision can be checked by any reader against its cited original. The search results, the source-verification table, and each synthesis table (Tables 1-4) were produced and reviewed as separate, sequential checkpoints, with each checkpoint confirmed before the next was undertaken, rather than the full analysis being generated and accepted in a single undocumented pass. The derived components were additionally cross-checked against two independent framings of the training process, namely the TPQI functional map and the process-synthesis literature summarized in Table 2, rather than resting on a single classification scheme. No second coder independently coded the source material in parallel, and no formal inter-rater reliability statistic was computed; this is noted as a limitation below.

4. Results: Training Organizer Competency Components Derived from the Study

Based on the analysis of nine documents from domestic and international bodies, the results of the content analysis and synthesis, following the procedure set out in the Methodology, are as follows.

Synthesis of Competency Components for Those Involved in Training

Analysis of five documents whose content relates directly to the competency of trainers, training organizers, or facilitators—namely, the occupational standard for workplace trainers (TPQI, 2022), the Talent Development Capability Model (ATD, 2024), the TRAYCE trainer competence framework (Council of Europe, 2023), instructional-design competence (Khaewphuang & Nuangchalerm, 2025), and the facilitator competency framework (Peters-Dasdemir et al., 2023)—yielded the synthesis presented in Table 1.

Table 1. Synthesis of Competency Components for Those Involved in Training

Data Source	C1	C2	C3	C4	C5	C6	C7	C8
TPQI (2022)	✓	✓	✓	✓	✓	✓	✓	—
Council of Europe TRAYCE (2023)	✓	✓	—	✓	✓	✓	✓	✓
ATD (2024)	✓	✓	—	✓	✓	✓	✓	✓
Khaewphuang & Nuangchalerm (2025)	✓	✓	✓	—	—	✓	✓	✓
Peters-Dasdemir et al. (2023)	✓	—	—	—	✓	✓	✓	✓

C1 = Needs/Context Analysis | C2 = Curriculum/Activity Design | C3 = Media/Materials Development | C4 = Project/Team/Resource Management | C5 = Facilitation/Delivery | C6 = Communication/Relationships | C7 = Measurement/Evaluation/Quality Improvement | C8 = Ethics/Self-Development

Table 1 shows that the components appearing in all or nearly all sources are: needs and context analysis; facilitation and learning delivery; communication and relationship-building; and measurement/evaluation/continuous quality improvement. Project, team, and resource management appears in three of the five sources (TPQI, 2022; ATD, 2024; Council of Europe, 2023), while professional ethics, responsibility, and self-development appears in four of the five sources; although it does not appear as a distinct competency unit in the workplace-trainer occupational standard, it appears clearly in the remaining three sources (ATD, 2024; Peters-Dasdemir et al., 2023; Khaewphuang & Nuangchalerms, 2025). The researcher therefore retained this component, in accordance with the requirement not to use frequency alone as grounds for excluding the ethics or responsibility component.

Synthesis of the Training Process

Analysis of five documents whose content relates directly to the training process—namely, the functional map within the workplace-trainer occupational standard (TPQI, 2022), instructional-design competence (Khaewphuang & Nuangchalerms, 2025), a review of training-evaluation models (Ambu-Saidi et al., 2024), the TRAYCE trainer competence framework (Council of Europe, 2023), and the Thai organizational training process (Chansorn, 2024)—yielded the synthesis presented in Table 2.

Table 2. Synthesis of the Training Process

Data Source	Needs Analysis	Curriculum Design	Preparation/ Resources	Training Delivery	Measurement-Evaluation	Follow-up/ Improvement
TPQI (2022)	✓	✓	✓	✓	✓	✓
Council of Europe TRAYCE (2023)	✓	✓	—	✓	✓	—
Ambu-Saidi et al. (2024)	—	—	—	—	✓	✓
Chansorn (2024)	✓	✓	✓	✓	✓	✓
Khaewphuang & Nuangchalerms (2025)	✓	✓	—	—	✓	—

Table 2 shows that all sources agree that the training process must begin with needs analysis before any other step, and that the evaluation step appears in every source as well. The Thai occupational standard and the Thai organizational process provide full detail across all six synthesized steps, whereas Ambu-Saidi et al. (2024) focus specifically on evaluation and post-training follow-up. This comparison was used as one criterion for determining the process steps associated with each competency component.

Training Organizer Competency Components for Undergraduate Students

Based on the content analysis and synthesis conducted according to the procedure specified in the Methodology, the results yield a preliminary, document-derived framework in which training organizer competency for undergraduate students comprises eight components, each classified into the internal dimensions of Knowledge (K), Skills (S), and Attributes (A), together with observable behavioral indicators, as detailed in Table 3.

Table 3. Training Organizer Competency Components for Undergraduate Students, with K-S-A and Indicators

No.	Component	Definition	Primary Source (s)	Related Process Stage	K (Knowledge)	S (Skills)	A (Attributes)
1	Training needs and context analysis	The ability to gather and analyze data on trainees, training needs, and organizational context to serve as a basis for training planning.	TPQI(01001-3); ATD; TRAYCE; Khaewphuang	Needs analysis	Job/learner analysis principles; interview and questionnaire techniques	Designing data-collection tools; analyzing and summarizing data	Attentive to detail; open to comprehensive information

No.	Component	Definition	Primary Source (s)	Related Process Stage	K (Knowledge)	S (Skills)	A (Attributes)
2	Curriculum and learning activity design	The ability to define objectives, content, and learning activities consistent with the results of needs analysis.	TPQI(01101,01104,01201); ATD; TRAYCE; Khaewphuang	Curriculum design	Adult-learning theory; principles of writing behavioral objectives	Writing lesson plans; selecting/designing learning activities	Creative; learner-centered
3	Training media and materials development	The ability to select and develop media/materials appropriate to the content and target learner group.	TPQI(01102-3); Khaewphuang	Curriculum design	Principles of selecting and producing learning media	Producing/adapting media and supporting materials	Up to date; quality-conscious
4	Training project, team, and resource management	The ability to plan, coordinate, and manage time, budget, venue, equipment, and the team involved.	TPQI(01202); ATD (Project Mgmt); TRAYCE(Area 5)	Preparation/ resources	Basic project-management principles; resource allocation	Coordinating with stakeholders; preparing venue/equipment	Responsible; punctual
5	Facilitation and learning delivery	The ability to deliver training, create a learning atmosphere, and convey knowledge and skills through diverse methods.	TPQI(01301-3); ATD; TRAYCE(Area 2)	Training delivery	Teaching/facilitation techniques across multiple formats	Building interest; delivering content; managing groups/classrooms	Approachable; flexible
6	Communication and stakeholder relationship building	The ability to communicate effectively with trainees, the team, and stakeholders.	ATD; TRAYCE; Peters-Dasdemir et al.	Cross-cutting (all stages)	Communication principles and active listening	Two-way communication; active listening; giving/receiving feedback	Open-minded; respectful of others
7	Measurement, evaluation, and continuous quality improvement	The ability to measure learning outcomes, evaluate training effectiveness, and use results to continuously improve the curriculum/process.	TPQI(01401-4); ATD; Ambu-Saidi et al.; Khaewphuang	Evaluation/post-training follow-up	Principles of measuring and evaluating learning/training	Designing assessment tools; analyzing results and identifying areas for improvement	Committed to continuous improvement; accepting of shortcomings
8	Professional ethics, responsibility, and self-development	Carrying out the training-organizer role with integrity, respect for learners, and continuous commitment to developing one's own knowledge and skills.	ATD (Ethics,Lifelong Learning); Khaewphuang; Peters-Dasdemir et al.	Cross-cutting (all stages)	Professional code of ethics for trainers	Reflecting on one's own practice; seeking new knowledge	Honest; respectful of differences; eager to learn

Table 3 shows that all eight competency components are clearly related to the training-process steps synthesized in Table 2. Component 1 (needs and context analysis) relates to the needs-analysis step; Components 2 and 3 (curriculum and learning-activity design, and media and materials development) relate to the curriculum-design step; Component 4 (project, team, and resource management) relates to the preparation step; Component 5 (facilitation and learning delivery) relates to the training-delivery step; and Component 7 (measurement, evaluation, and continuous quality improvement) relates to the evaluation and post-training follow-up step. Components 6 (communication and relationship-building) and 8 (professional ethics, responsibility, and self-development), by contrast, are cross-cutting competencies that appear continuously throughout every step of the process, rather than being confined to any single step.

Regarding the classification of internal dimensions, the analysis confirms that Knowledge (K), Skills (S), and Attributes (A) are dimensions that appear jointly within every component, rather than three independent

overarching components of training organizer competency as a whole—consistent with the conceptual framework reviewed in Section 2.1 (Literature on Competency). The indicators in Table 3 have not yet undergone expert content-validity review or the calculation of an index of item-objective congruence.

To support the development of assessment instruments that measure the Knowledge, Skills, and Attributes dimensions separately, the researcher expanded the indicators for each component into dimension-specific form. Each dimension (K/S/A) of each component is supported by at least two observable and assessable behavioral indicators, for a total of 48 indicators, as detailed in Table 4. These dimension-specific indicators are likewise a product of document analysis, consistent with Table 3, and have not yet undergone expert content-validity review.

Table 4. Indicators Classified by Knowledge, Skill, and Attribute Dimension of Training Organizer Competency

No.	Component	Dim.	Content Summary	Behavioral Indicators	Source(s)
1	Training needs and context analysis	K	Job/learner analysis principles; interview and questionnaire techniques	1) Explains the difference between training-needs analysis and learner analysis correctly. 2) States data-collection techniques (e.g., interviews, questionnaires) appropriate to a given situation.	TPQI; ATD; TRAYCE
1	Training needs and context analysis	S	Designing data-collection tools; analyzing and summarizing data	1) Designs a training-needs data-collection tool appropriate to the target group in practice. 2) Analyzes and summarizes collected data to correctly identify training needs and organizational context.	TPQI(01001-3); Khaewphuang
1	Training needs and context analysis	A	Attentive to detail; open to comprehensive information	1) Prioritizes data accuracy and completeness over speed. 2) Remains open to information from multiple stakeholders without prematurely concluding based on one's own view.	Peters-Dasdemir
2	Curriculum and learning activity design	K	Adult-learning theory; principles of writing behavioral objectives	1) Explains adult-learning principles relevant to training design. 2) Writes measurable, assessable behavioral learning objectives according to correct principles.	ATD; TRAYCE
2	Curriculum and learning activity design	S	Writing lesson plans; selecting/designing learning activities	1) Designs a training plan specifying objectives, content, activities, and timing consistently across all elements, in practice. 2) Selects or designs learning activities appropriate to the objectives and target trainee group.	TPQI(01101,01104,01201)
2	Curriculum and learning activity design	A	Creative; learner-centered	1) Designs activities with the learner's needs as the priority over instructor convenience. 2) Is willing to propose new learning activities rather than relying solely on established formats.	Khaewphuang
3	Training media and materials development	K	Principles of selecting and producing learning media	1) States criteria for selecting media/materials appropriate to the content and learner group. 2) Explains the basic steps for producing or adapting various types of learning media.	TPQI(01102-3)
3	Training media and materials development	S	Producing/adapting media and supporting materials	1) Produces or adapts training media/materials consistent with the content, in practice. 2) Reviews and improves the quality of media/materials before actual use.	TPQI(01102-3); Khaewphuang
3	Training media and materials development	A	Up to date; quality-conscious	1) Keeps abreast of and selects media formats appropriate to the learner group rather than reusing the same format repeatedly. 2) Consistently attends to the polish and quality of media/materials produced.	Khaewphuang
4	Training project, team, and resource management	K	Basic project-management principles; resource allocation	1) States the basic elements of training project management (time, budget, venue, equipment, personnel). 2) Explains the correct steps for coordinating with stakeholders in organizing training.	ATD(Project Mgmt)

No.	Component	Dim.	Content Summary	Behavioral Indicators	Source(s)
4	Training project, team, and resource management	S	Coordinating with stakeholders; preparing venue/equipment	1) Plans and allocates time, budget, venue, and equipment for training appropriately. 2) Coordinates with stakeholders and completes readiness preparations before training begins, as planned.	TPQI(01202); TRAYCE(Area 5)
4	Training project, team, and resource management	A	Responsible; punctual	1) Takes responsibility for assigned tasks in the training project through to completion on schedule. 2) Is punctual in carrying out each stage of the training project.	TPQI(01202)
5	Facilitation and learning delivery	K	Teaching/facilitation techniques across multiple formats	1) States the difference between the role of a presenter and that of a facilitator. 2) Explains teaching or facilitation techniques appropriate to different training formats.	TRAYCE(Area 2); Peters-Dasdemir
5	Facilitation and learning delivery	S	Building interest; delivering content; managing groups/classrooms	1) Conducts training activities that build interest and engage trainee participation, in practice. 2) Manages groups/classrooms and adapts teaching approach to immediate circumstances.	TPQI(01301-3); ATD
5	Facilitation and learning delivery	A	Approachable; flexible	1) Is open and approachable to all groups of trainees. 2) Flexibly adapts delivery format as circumstances or learner needs change.	Peters-Dasdemir
6	Communication and stakeholder relationship building	K	Principles of effective communication; giving/receiving feedback	1) Explains principles of effective communication with diverse audiences. 2) States correct methods for giving and receiving feedback constructively.	ATD; TRAYCE
6	Communication and stakeholder relationship building	S	Two-way communication; active listening; giving/receiving feedback	1) Communicates information and recommendations to trainees, the team, and stakeholders clearly and on point. 2) Listens actively and communicates two-way to build shared understanding, in practice.	TRAYCE; Peters-Dasdemir; TPQI(coordination)*
6	Communication and stakeholder relationship building	A	Open-minded; respectful of others	1) Listens openly to differing opinions without prejudging. 2) Consistently respects the views of trainees and colleagues.	Khaewphuang(teamwork)*
7	Measurement, evaluation, and continuous quality improvement	K	Principles of measuring and evaluating learning/training	1) Explains the difference between evaluating learners and evaluating the curriculum/training process. 2) States levels of training evaluation (e.g., reaction, learning, behavior, results).	ATD; Ambu-Saidi et al.
7	Measurement, evaluation, and continuous quality improvement	S	Designing assessment tools; analyzing results and identifying areas for improvement	1) Designs learning/training assessment tools consistent with objectives. 2) Analyzes evaluation results and produces actionable improvement recommendations.	TPQI(01401-4); Khaewphuang
7	Measurement, evaluation, and continuous quality improvement	A	Committed to continuous improvement; accepting of shortcomings	1) Is committed to using evaluation results to continuously improve the curriculum/process, not merely for reporting purposes. 2) Accepts criticism of one's own work constructively.	TRAYCE; Peters-Dasdemir
8	Professional ethics, responsibility, and self-development	K	Professional code of ethics for trainers	1) States professional ethical principles relevant to the training-organizer role (e.g., copyright, privacy, fairness). 2) Explains the importance of continuous self-development to the quality of one's practice.	ATD(Ethics)
8	Professional ethics, responsibility, and self-development	S	Reflecting on one's own practice; seeking new knowledge	1) Systematically reflects on one's own practice to identify areas for improvement. 2) Continuously seeks new knowledge or skills to develop oneself in the training-organizer role.	ATD(Lifelong Learning); Peters-Dasdemir
8	Professional ethics, responsibility, and self-development	A	Honest; respectful of differences; eager to learn	1) Carries out work with honesty and without infringing on others' rights. 2) Respects the individual differences of each trainee without discrimination.	Khaewphuang; TRAYCE

Table 4 shows that the Knowledge (K) indicators are mostly phrased in a form measurable by a written test (e.g., explaining, stating, or distinguishing), the Skills (S) indicators are phrased as observable performance behaviors (e.g., designing, conducting, analyzing), and the Attributes (A) indicators are phrased as attitudes or behavioral tendencies suited to assessment via an attitude scale (e.g., prioritizing, commitment, open-mindedness). This classification is consistent with the common practice of developing competency-assessment instruments in three separate parts corresponding to the knowledge, ability, and attitude/attribute dimensions.

Because Attribute-dimension items describe dispositions rather than discrete actions, they are, by nature, harder to observe directly than Knowledge or Skill items. The Attribute indicators in Table 4 are accordingly intended to be operationalized as behaviorally anchored rating scale (BARS) items rather than as simple yes/no checklist items: each would be presented to a rater (self, peer, or supervisor) with defined anchor points describing what the low, middle, and high end of the scale look like in observable practice, for example, ranging from 1, information from only one source is accepted without question, to 5, information from multiple sources is actively sought and reconciled before a needs conclusion is drawn, for the corresponding indicator in Component 1. Development of the full set of anchor definitions for all sixteen Attribute indicators is left to the expert content-validation and instrument-development phase proposed in the Conclusion, rather than attempted here without such review.

5. Discussion

The results of this study raise several issues worth discussing.

First, regarding the consistency between the components identified and contemporary competency frameworks and standards: the eight competency components synthesized in this study are consistent with the contemporary frameworks reviewed on several points, particularly the division of competence into personal, professional, and organizational dimensions following ATD (2024), and the separation of process-organization competence from facilitation competence following the Council of Europe (2023). This consistency indicates that, although the components developed are intended for use with undergraduate students, they remain grounded in competency structures recognized at both the international level and the level of national occupational standards.

Second, regarding the reasons why a training organizer must possess capabilities beyond those of a presenter: the results clearly show that the competency components identified extend well beyond front-of-room content delivery. Specifically, Components 1–4 (needs analysis, curriculum design, media development, and project management) are all competencies that must be exercised before training even begins, while Component 7 (measurement, evaluation, and continuous quality improvement) is a competency that continues after training concludes. This is consistent with the fact that the workplace-trainer occupational standard separates the "post-training follow-up and improvement" group into a distinct group of as many as four competency units (TPQI, 2022). Defining "training organizer" solely as the role of a presenter therefore significantly overlooks these important competencies.

Third, regarding the importance of managing projects, teams, time, budget, venue, and resources: although this component appears in fewer reference sources than the others (three of five sources in Table 1), a detailed examination of the Thai occupational standard and the Thai organizational training process (TPQI, 2022; Chansorn, 2024) shows that coordinating with stakeholders, preparing venues, media, and equipment, and even complying with relevant government regulations, are necessary conditions for training to be delivered successfully in practice. This component therefore carries high practical operational importance, even though it receives less emphasis than content-related components in some international competency frameworks.

Fourth, regarding the importance of facilitation, participation-building, and communication: the results show that the facilitation and communication components appear in almost every source analyzed, consistent with Peters-Dasdemir et al.'s (2023) finding that professional social competence—including communication and collaboration—is a component that must be added separately from traditional content-based competency frameworks, since trainees and facilitators are often found to perceive this role differently from that of content delivery. The ability to build a participatory atmosphere and engage in two-way communication is therefore a competency that stands apart from a training organizer's content knowledge.

Fifth, regarding the importance of measurement, evaluation, and quality improvement: the literature review findings of Ambu-Saidi et al. (2024) indicate that training evaluation and the transfer of learning to actual job performance are often overlooked steps in practice, despite being critically important to the value of training investment. The finding of this study—that the Thai occupational standard allocates as many as four of its sixteen competency units to this area (TPQI, 2022)—is consistent with that finding, and points to the need for curricula developing training organizers at the undergraduate level to give this component sufficient weight, rather than focusing solely on presentation or content-delivery skills.

Sixth, regarding the importance of responsibility, ethics, and respect for diversity: although the ethics component does not appear as a distinct competency unit in the Thai occupational standard, it appears clearly in three of the five international competency frameworks analyzed (ATD, 2024; Peters-Dasdemir et al., 2023; Khaewphuang & Nuangchalerm, 2025). In particular, Khaewphuang and Nuangchalerm (2025) found that ethical and moral character is one of the variables with substantial loading within the personal-attributes dimension of instructional-design competence. Retaining this component in the results is therefore not merely a matter of complying with the study's methodological requirements, but is also supported by empirical evidence for its importance.

Seventh, regarding the benefit of breaking components down into K–S–A for designing activities and assessment tools: classifying each component into the dimensions of knowledge, skills, and attributes, following the approach presented by Phakamach and Panjarattanakorn (2023) and Khaewphuang and Nuangchalerm (2025), helps curriculum designers determine learning methods appropriate to each dimension more clearly. Specifically, the knowledge dimension may be developed through lectures or self-study, the skills dimension requires repeated hands-on practice in simulated or real situations, while the attributes dimension requires a longer process of reflection and direct experience. This breakdown is also useful for designing assessment tools consistent with the nature of each dimension—for example, using tests for the knowledge dimension, performance-based assessment for the skills dimension, and continuous behavioral observation for the attributes dimension.

6. Conclusion, Limitations, and Recommendations

Conclusion

This study aimed to examine training organizer competency components for undergraduate students, using documentary research combined with content analysis of nine documents that had passed source verification, together with TPQI's occupational standard for workplace trainers as the primary data source. The results show that training organizer competency for undergraduate students comprises eight components: needs and context analysis; curriculum and learning-activity design; training media and materials development; project, team, and resource management; facilitation and learning delivery; communication and relationship-building; measurement, evaluation, and continuous quality improvement; and professional ethics, responsibility, and self-development. Each component is classified into the internal dimensions of knowledge, skills, and attributes, together with observable

behavioral indicators. The results confirm that the training organizer's role encompasses the complete training-management process and is not confined to that of a presenter delivering content.

Limitations of the Study

This study has several limitations that should be considered when applying its findings: (1) the findings arise from document analysis alone, without data collected directly from practitioners or the target population; (2) the competency components identified have not yet undergone expert content-validity review; (3) the components have not yet been piloted with undergraduate students; (4) the synthesis depends on the search terms, search tools, and document-selection criteria established by the researcher, meaning relevant documents may exist that were not identified through the search methods used in this study—particularly Thai empirical research examining presenter/trainer competency directly within organizational contexts, which was found to be limited within the scope of this search; and (5) restricting the document scope to the preceding five years, while helping to keep the content contemporary, may mean that some foundational concepts were not analyzed directly from their original sources; the researcher therefore cited these foundational concepts through contemporary literature-review documents that discuss them instead; and (6) as described in the Methodology, coding and synthesis were conducted without an independently coding second reviewer working in parallel, so no inter-rater reliability statistic is available for the component or process-mapping judgments underlying Tables 1-4; credibility instead rests on source-level traceability, staged checkpoints, and cross-checking against two independent process framings, as described there.

Recommendations

1. The competency components derived from this study should be submitted for content-validity review before being used in curriculum or course design. A concrete path for this review is a Delphi or item-objective-congruence (IOC) study with a panel of at least five to seven experts spanning training/HRD practice, instructional design, and higher-education curriculum development, following a methodology comparable to that used by Peters-Dasdemir et al. (2023) for the facilitator framework reviewed in Section 2.2; components or indicators falling below a pre-registered IOC threshold (e.g., 0.5-0.67, consistent with common practice) would be revised or removed before the framework is used for instrument development or curriculum design. 2. Further research should be conducted to pilot the competency components with an actual target group of undergraduate students, in order to assess the feasibility of developing competency according to the specified components and to develop assessment tools appropriate to each component. 3. Additional research should be conducted to survey Thai empirical research on presenter/trainer competency within organizations, through thesis databases and specialized research repositories, in order to further strengthen the Thai contextual evidence base. 4. Higher education institutions offering curricula related to human resource development and training technology may use the eight competency components as a preliminary framework for designing course learning outcomes or extracurricular activities, giving particular weight to the project/resource-management component and the measurement/evaluation/continuous-quality-improvement component, which tend to receive less emphasis than content-delivery components in practice.

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